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to things in general from special formal exercises. Because one acquires special power to attend to things of sight, it does not follow that he can attend with equal skill and efficiency to sensations of sound. The specific energy of nerves must be recognized, as well as the specializing function of habit and the accumulating power of memory.

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## NOTES

AINSWORTH & Co., Chicago, have in preparation an edition of *Selections from Plato*, containing the *Apology of Socrates* and the *Phædo*, from the translation by Taylor, with an introduction and notes by Mr. H. T. Nightingale of the Chicago South Division High School. The book is intended for use in second year's work in study of English, or can be used as supplementary to Greek history.

THE following is taken from an interesting paper on "Music as a High School Study" by Mr. W. A. McAndrew, of the Pratt Institute High School, Brooklyn, N. Y.:

If a high school were planned on the basis of doing the most educational good for the individual and for the community, music would receive recognition. If circumstances require a high school to be planned for meeting arbitrary requirements of a committee of college professors, then those who are not going to college should be given a good course in music. Those who are going to college should be given as much music as possible.

The high school nowadays comes into direct antagonism to the musical education that the home is anxious to provide. Many a boy and girl is forced to give up his or her music owing to the press of high school studies. This means practically the loss of the musical culture entirely. To defer the study of music until after the general education is finished is to defer so long as to be too late. A school thrown into antagonism with this most humanizing of the liberal arts is an anomaly in educational progress. Yet we are all more or less in that position. The Michigan Schoolmasters' Club has been considering the claims of music instruction in the high schools, and have resolved that a music course ought to be introduced, the same length as other courses, and that it ought to consist of music one part, and of literary studies two parts, presumably selected from existing courses. They emphasize the desirability of a clearly defined scheme of musical instruction, and recommend that for college preparatory students, whose work is already a five years' course, music should be offered to those who wish it.

A concession to the demands of musical culture was made by Colonel Forbes, Principal of the High School at Princeton, Ill., and is interesting in

this connection. By the Princeton plan, a student is allowed, with the consent and advice of the principal, to substitute for studies in the high school regular lessons in vocal or instrumental music taken of some outside instructor, approved by the principal. This instructor makes a written report every month, certifying to the number of lessons taken by the pupil, the total number of hours practiced, the subjects covered and the progress made. This work counts for graduation, an amount equal to the value of the school work omitted.

There is no school, however restrained by courses of study or college requirements, that cannot do something for music. If it cannot be done in school hours, a room can be given up for practice after school is out. Though instruction is given in the course of the Boys' High School in Brooklyn, the musical interests of the boys outside of that instruction are heartily encouraged. The banjo club, the orchestra, and the glee club are flourishing organizations. The pride of the school and of the patrons of the school in these organizations is healthy and hearty. Mr. William Howell Edwards, Instructor in Latin, says: "Our voluntary musical clubs started from the suggestion of the teachers. I tried voices, and started the glee club four years ago. The clubs practice once a week, and appear in public at school exhibitions and at various concerts in the city.

THERE is no more vexed question than that of college-entrance English. It vexes the colleges, the schools, the teachers, and the pupil. The one subject of all others on which some agreement seems indispensable, it is yet more subject to controversy than all others together. Not so much has been gained, after all, by the so-called "uniform requirements in English," because, as they are put out without any pedagogical justification (wisely, perhaps, since it would puzzle all the doctors to find any saving amount of pedagogical sense in them), they are interpreted and applied differently by each institution. The question is not settled, but the problem is clearly stated in an Examination Bulletin on College-Entrance English, prepared by Dr. Richard Jones, Literature Inspector, University of the State of New York, which has just appeared. Dr. Jones has made a most careful study of the subject and has consulted a large number of eminent authorities whose opinions form a considerable and valuable part of the bulletin. There is also an extensive collection of examination papers, representing a wide range of institutions, all of which have the "uniform entrance requirements." How uniform these are in practice let these papers show; how uniform they are in theory let the signed statements of numerous professors explain. One insists that stress must be laid especially and almost exclusively on tweedledum, while his neighbor advocates tweedledee with consuming earnestness. We should advise teachers of English to secure this bulletin by writing for it to the Regent's office, Albany, N. Y., enclosing fifteen cents. It will be of much practical service, and will furnish no end of material for argument.